DOCUMENT RESUME

ED 253 375 RC 015 146

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TITLE	Revision of the School Career and Health Record for Children Attending School Abroad. Final Report. The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
INSTITUTION	Council for Cultural Cooperation, Strasbourg (France).
REPORT NO	DECS/EGT-(84)-36
PUB DATE	84
NOTE	21p.; For related documents, see ED 235 937-943 and RC 015 145-147.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Compulsory Education; Data Collection; *Educational Experience; Elementary Secondary Education; Feedback; Foreign Countries; *Foreign Students; *Health; *Information Dissemination; *Migrant Children; Records (Forms); *Student Records
IDENTIFIERS	Europe; Revision Processes; *School Career and Health Record

ABSTRACT

Designed for use during compulsory schooling, the school career and health record described the child's knowledge, aptitudes, and general health at a given time. It was recommended that Council of Europe member states ask their school authorities to use the record for children attending school abroad for a trial period (ending July 31, 1982) and to report their experiences in using the record and any changes to its contents considered necessary or desirable. Although relatively little use was made during the trial period, the assessment revealed broad agreement in the countries using the record as to the need for such an instrument, and suggestions for improving the instrument and its effectiveness for educational purposes. Proposals for the record's revision concerned the internal arrangement of the tables giving schooling and personal/family information; general layout and supply, use, and forwarding of the record. Project Group No. 7 met February 23-24, 1984 to finalize the record's draft revision. There was a widespread reluctance shared by nearly everyone to make any further efforts to promote and use such a record, revised or not. The arguments behind the reluctance concerned primarily the type of information amassed and transmitted in the school record. (NQA)

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DECS/EGT (04) 36

The CDCC's Project No. 7 :

"The education and cultural development of migrants"

REVISION OF THE SCHOOL CAREER AND HEALTH RECORD FOR CHILDREN ATTENDING SCHOOL ABROAD

Final report

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School Education Division

STRASBOURG
1984

Strasbourg, 10 September 1984 DECS/EGT (84) 36

The CDCC's Project N° 7

"The education and cultural development of migrants"

Revision of the school career and health record for children attending school abroad

Final report

by

Michelle HUART

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REVISION OF THE SCHOOL CAREER AND HEALTH RECORD

1. BACKGROUND

1.1 Conception and preparation

The school career and health record was devised under the auspices of the Council of Europe as part of the work of the CAHRS (Special Representative's Advisory Committee).

The two principal factors in the preparation of this document were, firstly, a concern to avoid loss of information which would facilitate the educational integration of a pupil who moves from one country to another, and secondly, a desire to standardise, select and present this information in a multi-national context which is frequently complex and differs widely in many respects: organisation of the school system, syllabus content, teaching practices, as well as procedures for monitoring school performance.

It was designed for use during the period of compulsory schooling (1) and intended to "facilitate educational assimilation" (1) of "children in a new milieu" (1). To this end, the school career record "describes the child's knowledge and aptitudes, as well as his or her general state of health, at a given time" (1).

In Resolution (76) 12, the Committee of Ministers had recommended that the Council of Europe member states:

- Ask their countries' school authorities to use the school career and health record for children attending school abroad for a trial period (to end on 31 July 1982);

- Inform the Council of Europe Secretary General, at the end of the trial period, of their experiences in using the record and any changes to its contents which they consider necessary or desirable.

1.2 Methods of assessment

Assessment of the school record and its use in various member states of the Council of Europe was carried out in several stages:

- A preliminary study was made by Dr. J Herrel for the Commission of the European Community. This study, which was the basis of a report (2) and one of the sources of information for the final report, included the results of direct inquiries made to the school authorities in the countries concerned and to potential or actual users.

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(1) Cf the school career and health record "For The Attention of School Authorities".

(2) "Orientation report - Evaluation project on the use of the school career and health record for children attending school abroad, in the EEC member states". Report for the Commission, Brussels by Dr. J Herrel.

- A supplementary study on the other member states of the Council of Europe was compiled, not from the results of direct enquiries but from member states' replies to questionnaires and requests for additional information sent to national education authorities.

These replies were supplemented by the technical opinions of members of the CDCC's Project Group No. 7 on "the education and cultural development of migrants" at meetings where the subject was discussed (27 February 1981 and 26 March 1982).

- A final report (1) was drawn up on the basis of the preliminary studies and notes, presenting an overall assessment of the trial period and a comparative analysis of national experiments.

2. RESULTS OF THE TRIAL PERIOD

In general, relatively little use was made of the school career and health record, either when children entered new schools or when they left.

2.1 This was primarily for reasons of scope: between 1977 and 1981, only eleven member states of the Council for Cultural Co-operation took steps to implement Resolution (76) 12. Decisions concerning arrangements for supplying copies of the record, on a more or less experimental basis, were always taken at national level, but the number of records made available and their geographical distribution for experimental use was fairly limited (political, administrative or educational divisions).

Moreover the most numerically significant migratory movements are not necessarily between member states, and a number of emigration countries whose nationals are strongly represented in the host member states (eg the Maghreb countries, India or Pakistan) are in fact largely excluded from using the record since they are not members of the Council for Cultural Co-operation and therefore Committee of Ministers Resolution 76 (12) does not apply to them.

But this fact alone does not explain the low rate of use of the report which has proved to be the case both within the European Community and outside it.

2.2 Without giving an immediately negative impression of the record itself, its relevance or the good will of the national authorities using it, the low rate of use, together with the deliberate failure of certain countries to conduct the trial recommended in Resolution (76) 12, may reflect certain problems, which loom larger in some countries than in others.

These may be dealt with under three headings: (2)

2.2.1 Problems relating to the actual use of this type of document. Three reasons were given for some countries refusal or reluctance (which they seem prepared to qualify in some cases as a result of the assessment);

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(1) "Conclusions Drawn from National Experience in the Use of the School and Health Record", final report. Doc. CDCC (82) 28.

(2) Cf final report pages 4 and 5.

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- "little migration to or from the country concerned, sometimes combined with the existence of a similar instrument which is readily obtained and can serve the same purpose abroad;

- complete or partial unsuitability of a document of this kind;

- non-existence in the country concerned of a form serving the same purpose for native pupils".

2.2.2 Problems relating to the conception and reliability of such a record. It was pointed out that there was a danger of giving a partial, inflexible picture of the child or doing him/her an injustice by not setting the information in its proper context. The inadequacy of information thus transmitted was also stressed, as was the need to put it into perspective by combining it with more detailed evidence. In this connection, it was asked that the record be made more flexible, open-ended and qualitative; the categories of information given should reflect the structure of the different school systems more closely. The authors of these comments did not question the principle of the school career record - either education or health aspects - or dispute its usefulness, but they considered certain improvements desirable. (1)

Some of the comments on the "health section" deserve separate consideration. This section has, in fact, been the subject of several reactions questioning the right and legality of collecting and forwarding such personal data, its relevance to schooling, and the combining of educational and health aspects in a single record book. These comments should be seen together with previous ones on the danger of giving partial, cut-and-dried or inadequate information about the child. In any event, the "health" section was seen on the whole as useful and hence to be kept under certain conditions (cf paragraph 3.1 and 3.2 below page 11), but it was in most cases thought preferable to separate it from the education part, and to supply it with its own "instructions for use".

2.2.3 Problems concerning the machinery required to make its operation effective:

- Even a wide distribution of the record, which meant that it was effectively available, has not been able to make the instrument "pay", educationally speaking, without, in most cases, further efforts to provide the agencies and persons concerned with the information they needed, and without improving the arrangements for transmitting the record. In most cases, however, the introduction of the school career record (2) was supplemented by some degree of mobilisation of national and local school authorities and by the provision of machinery of varying levels of sophistication to inform potential users (primarily education personnel,

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(1) A number of detailed comments will be found in the proposal for the revision of the school career record, cf paragraph 3 pages 8 to 14 and appendices.

(2) The Council of Europe's model was faithfully copied by all and was always translated into the organising countries' language(s); in a number of cases bilingual versions or specimen versions in other languages were produced or planned.

much more rarely parents) about the existence of the record, its role and use, and to motivate them to use it.

But the information appears - as is logical - to have reached only its actual targets, that is, education personnel (and not even all of them), while parents, who are very much involved, especially as in some cases it is they who have to apply for the record, and to pass it on, seem to have received very little information designed specifically for them;

- Secondly, the authorities in member states seem, in their instructions on the use of the school record, to have paid much less attention to records coming in than to records going out; and one aspect of the information to be provided, on the "decoding" of records from other countries, has been largely ignored;

- Finally, very few countries made arrangements for any kind of monitoring of the use made of the record.

2.3 Conclusions on the trial period

Assessment of the introduction and use of the record during the trial period has revealed:

- Firstly, broad agreement in the countries using the school career and health record as to the need for such an instrument; this seems to have some chance of convincing countries which were still sceptical or reluctant, or which did not take part in the trial;

- Secondly, suggestions to improve the instrument itself and the effectiveness, for educational purposes, of such a means of communicating information, respecting every individual's right to make a responsible and informed decision as to whether or not to use it.

3. PROPOSALS FOR REVISION OF THE SCHOOL CAREER AND HEALTH RECORD

The following proposals have emerged directly from the assessment of the trials mentioned briefly in the preceeding section. They attempt to take into account and reconcile the principal comments and suggestions made by different parties in the course of the assessment by the education authorities of member states and by representatives and experts from member states at the various meetings.

These proposals were the basis of discussion at the last meeting of Project Group No. 7 called for this purpose (23 and 24 February 1984). They are not meant to influence any further action taken but merely indicate possible improvements if a decision were taken to go ahead with the trial.

They concern:

- The internal arrangement of the tables giving information on schooling and personal or family particulars (in order of the original school career record);

- changes to the general lay out of the record as a result of the amendments to the tables and the special arrangements for the "health" section;

- the "instructions for use" and procedures for supplying and forwarding the record.

3.1 Internal arrangement of the individual sections (cf appended documents)

Table "A" SITUATION ON LEAVING

- The language of the country of origin should be given the same importance as that of the host country (cf headings 1 and 2);

- The headings of the other sections have been modified so as to correspond more closely with the real situation (headings 4 to 10). For the same reason "non-specified" headings have been given more space (heading 11);

- "Number of hours per week" seems easier to deal with than "number of hours per year";

- "Compétences de l'élève" would appear to be a term better adapted to present-day educational practice (particularly in primary education) than the French "connaissances", in the French version (1);

- a "nil" column has been added to meet the wishes of teachers.

Table "B" PERSONAL CHARACTERISTICS

An attempt has been made to make these more objective, the previous characteristics not having met with the teachers' approval, and to make it possible to qualify information if necessary.

Table "C" PREVIOUS SCHOOLING

To give room for comments (as requested by certain users), the space intended for the type of education received has been reduced; this can be shown in the appropriate column, however, by stating the year of schooling and/or type of class attended (with reference to an organisational chart of the school system, which will have to be included in the record).

Table "D" ADDITIONAL OBSERVATIONS

This replaces the section at the end of table "A" in the first version.

Table "E" PARTICULARS OF THE PUPIL'S FAMILY (formerly "D")

It would seem necessary to state clearly that mention of occupation (of parent or others) is optional.

Two columns have been added in which the brothers' and sisters' educational or employment situation can be included, so as to present a fuller picture of the pupil's background.

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(1) The term in the English version, "proficiency", translates the French term "competence". No change would appear necessary in the English version.

Certification of information in the record

Space has been added for the signature of the parents who must be fully aware of the information being forwarded.

"HEALTH" Section

No changes have been made in the content of former table "E", which becomes "F", or "F" and "G" if it is agreed that details of the pupil's motor capacity, eyesight and hearing (and handicaps?) can be passed on directly to the teacher, to whom they are very useful.

3.2 General layout of the record

Apart from a few minor adjustments (instead of the former four headings there are now five, providing the same information in a slightly different order; also, the space needed to be made for the parents' signature), the changes proposed relate primarily to the "HEALTH" section:

- this section should be designed so as to be fully detachable;
- the following information should be included here a second time:
  a. pupil's particulars;
  b. name of parents;
  c. the stamp and signature of the doctor (school doctor?) supplying the information should be included as well as the signature of the parents, from whom this information must not be withheld.

In addition, an (easily readable) organisational chart of the school system, covering compulsory education in the country which the child is leaving, should be enclosed with the record so that teachers in the country to which the child is going can more easily interpret the information supplied; mention might be made here of the length of the school year (in weeks).

3.3 Supply, use and forwarding of the school record

Parents are probably the most convenient and economical "vehicle" for transmission of the record. Entrusting them with this task should substantially lessen fears that pupils are being labelled, and the confidential nature of personal information would be guaranteed; this point has caused concern to some teachers and educationalists and made them hesistant to use the record. At the same time, copies of the relevant parts of the document sent with the pupil could be kept, say for one year, by the school and doctor in the country which the pupil is leaving, so that their counterparts in the country to which the pupil is going may check particulars. Lastly, if a revised school record is issued there must be a full information campaign for all the persons and authorities concerned, so that they can use it properly and responsibly.

Various approaches might be suggested for this effort, which in any case should be multi-directional.

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3.3.1 The first thing to do, clearly, is to increase the amount of information supplied to the bodies and persons affected, relating to the existence, relevance and use of the record for both incoming and outgoing information.

3.3.2 Information about incoming records should be directed mainly to those who have to make educational use of them; in other words to people in the host country's education service. To help them to understand the information received, other material may also be made available. The inter-cultural teacher training dossiers published by the Council of Europe's Council for Cultural Co-operation would make a welcome addition to material compiled and circulated by the responsible school authorities and any other educational documentation that might be appended to the record.

3.3.3 As far as outgoing records are concerned, information on the existence-use and "coding" of the record must naturally be made available to those who have to complete them, but also to the pupil's parents, who are equally, though differently, concerned, so that they will understand what the record contains and therefore its usefulness.

3.3.4 Even more than the first kind of information (1.1), this second type ought to reach two destinations - teachers and parents - which are complementary in regard to the use of the records. Reaching both means passing the information through channels appropriate to each of these social groups (eg administrative channels, professional bodies, training agencies, educational journals, etc, in the case of teachers and migrants' associations, parent-teacher associations, social agencies, etc, for the parents).

3.3.5 The problem of the record's acceptance will be much less acute if this information is widely, thoroughly and accurately circulated; at the same time it is vital that both sides - and in particular the parents - be induced to fully accept their responsibilities.

3.3.6 Furthermore, the precise purpose of the record and its use should certainly be more carefully defined and brought to the knowledge of the persons concerned, or even set out in the record itself.

3.3.7 Here I have emphasised mainly the role of the forwarding of "technical" information in the record book, which seems to be the function best accepted by everyone, an information role rather than that of evaluation, of which some countries seem wary, especially those which have no similar instrument for internal use for either foreign or native pupils. (NB)

4. VIEWS OF NATIONAL AUTHORITIES AND EXPERTS

The meeting of experts (members of Project Group No. 7) held in Strasbourg on 23 and 24 February 1984 finalised the draft revision of the school career and health record.

Of the positions adopted at the meeting the first to note, because it was shared by nearly everyone and dominated discussion on both days, was a widespread reluctance to make any further efforts to promote the school record book, revised or not, combined with great doubt that such an

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(NB) Paragraphs 3.3.1 to 3.3.7 are taken from pages 5 and 6 of the final report.

instrument could be effectively made to "pay", educationally speaking.

At this stage, when a decision must be taken as to the future of the school record, its amendment and its supply and use, the arguments underlying this view, which were presented both during discussion and in the opinions submitted to the Secretariat by member states (cf paragraph 1, pages 16 to 18), must be clearly set out. Despite the fact that they were widespread and the discussion did little to dispel them, the reluctance and doubt did not prevent consideration of other aspects of the problem which might affect the decision - such as the question of effective pupil mobility to or from member states and specific proposals for revision of the school career record and its use (cf paragraph 2 and 3, pages 18 to 24) - or emphasis being placed on the great need for the circulation and exchange of more qualitative information (cf paragraph 4, pages 24 to 27).

4.1 The arguments behind the reluctance and doubt

These are numerous and concern primarily the type of information amassed and transmitted in the school record. It has been deemed irrelevant, inadequate and possibly dangerous for the child:

- dangerous as regards the health information which, as has been pointed out, is safeguarded by the confidentiality of the medical profession but which might be misused; dangerous too, as regards the educational information, because it is too much in the nature of (or might be influenced by) a value judgement which is subjective by definition and hence unsuitable for the purpose, and might give an impression of the child which will necessarily influence (distort?) the one which the teacher of a new pupil ought to form unaided;

- inadequate and useless because too patchy, and artificial, too closely tied to the education system producing it and thus not really interpretable by teachers in other systems who do not have the background to understand it. Some countries also pointed out that the school record was incompatible with their legislation (or regulations) governing educational data or the protection of information of a personal nature.

In any event, such a detailed record - whether revised or not - was seen as being too complex and unlikely to be accepted by the education authorities in the countries concerned, some of whom also mentioned that in their own systems there was no provision for marking or assessment until the final years of compulsory schooling, and so teachers would not be able to use the headings included for this purpose.

Other arguments related to the disproportion between the work entailed by the records, for both the teachers who had to do the coding and decoding, and the administrations which had to issue the records and the information required to operate them, and the minimal results they would have. The (material and human) cost benefit ratio seemed excessive in view of the low rate of use recorded during the trial, which in some cases, in view of the small number of children affected and the large number of languages it would sometimes be necessary to take into consideration, could never be much higher.

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In this same connection, emigration countries which were almost willing to accept the idea of a school career record, considered that the scheme would be viable only if the records were actually used (and designed to be used) "both way" (emigration $\Longleftrightarrow$ immigration countries); a one-way system would be meaningless.

Lastly, the question of duplication between the European school record and similar instruments already available at a national level - and more suitable as a means of communicating with parents - was frequently voiced during discussion; this can be seen in conjunction with the comments on the cost/benefit ratio, in so far as it would be wasteful to duplicate something which already provided a largely equivalent service. Moreover, when applied to the children of migrants the measure might seem like some form of discrimination and create an undesirable situation.

The arguments behind the reluctant and sceptical attitude toward the school record thus proved to be quite numerous and a number of member states (nine of whom replied in writing) stated that they did not wish to take the project any further.

This certainly does not mean that there is not a need for information on the schooling received by pupils coming from abroad, but according to the opinions expressed in their replies the majority of the participants, and of member states have something else in mind; I shall return to this later (cf paragraph 4, pages 24-27).

4.2 Effective pupil mobility

Although this point was not on the agenda and was therefore not supported by much precise data it was discussed with a view to obtaining a better idea of the need for information which, despite the reluctance and opposition, definitely exists.

A few brief comments will outline the general situation in this field:

- In host countries the numbers arriving from emigration countries seem to be falling, but this does not imply that there is no longer any movement towards these countries (cf family regrouping);

- However some member states - countries of origin - report a significant number of pupils returning and needing to be placed in schools, particularly secondary schools;

- The position of Italy and the United Kingdom would appear to be rather special in this respect:

  - A significant number of emigrant families are returning to Italy, which means children to reintegrate; on the other hand large numbers of immigrants (according to one recent report, Italy has more than two million foreigners) are also entering the country, which means many foreign children to be brought into the school system - a situation which this country seems to be having difficulty controlling at the moment.

- The United Kingdom has the problem of educating numerous children from ethnic minorities who effectively come "from abroad", but there is almost no movement in the other direction by these communities which are now permanently installed; groups which might conceivably return to their country of origin are proportionately very few.

- Lastly, it must be remembered that emigration and return do not take place between member states of the Council of Europe: as immigration countries they also, and sometimes primarily, receive people from other parts of the world (eg the Magreb) and as countries of origin they have families returning from other countries or even other continents (the USSR, USA, Canada, Brazil for example). There is therefore some population movement, and therefore pupil mobility, but it differs in nature and extent according to the member state; little may be known about it and little may be done to cope with it but it does justify, in the children's interests, the production and circulation of an account of their schooling.

4.3 Discussion of the proposed revision

4.3.1 Educational information

The experts present had few comments to offer in regard to the educational data tables.

The following suggestions were made concerning questions of detail: (1)

Table "A" -the language subheadings might be removed;

- history, geography, physics and economics should go under one heading "social sciences, humanities, social studies";

- the subjects might be better arranged by putting the headings for knowledge of different countries and their civilisations (headings 6 and 7) immediately after languages (headings 1 and 2);

- "experimental sciences" might better be termed "natural and physical sciences"; ("the adjective 'experimental' implies methodology more than knowledge).

Table "B" - add "motivation" to the list of characteristics;

- add "co-operation with others" or change "participation" to this (2)

- specify "organisation": "organisation du travail scolaire, des activités (scolaires)". (3)

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(1) They are included here because they represent views expressed at the meeting, but do not necessarily concord with the author's opinion.

(2) This was implied by "participation" (author's note).

(3) The English phrase "orderliness/method" translates the French "organisation du travail scolaire, des activités (scolaires)". No change would appear to be necessary in the English version. (tr. note).

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- change or delete the assessments "very good, good etc".

The other tables did not give rise to any special comments.

- Generally speaking, assessments of the type "very good, good, etc," were considered to be ultimately meaningless as ways of placing a child; docimological work has shown how widely assessments of a pupil or a piece of work could cary from one teacher to another.

- A simplified document conveying a minimum of information was suggested as a possible substitute, and since one of the member states represented thought that a European document for forwarding educational information was absolutely essential, this idea was discussed on the basis of the Belgian proposal:

- country;

- pupil's name;

- name, address and telephone number of the school the pupil is leaving, and if relevant, of a previous school;

- level attained by the pupil (or present class).

Some additions were discussed:

- date of birth;

- place of birth;

- nationality;

- language of instruction;

- mother tongue? language(s) spoken? national language? language of expression? language of origin? language of communication?

But here, too, it was not possible to reach a consensus: a form containing only such general information would again appear to be duplicating existing documents and anything more complex, involving a more detailed description, would revive the reluctance and doubt mentioned above.

4.3.2 Health information

The problem of health data is just as complicated and even more awkward in view of their very nature and the differences between countries as regards the links between the education system and the system(s) of health protection for children and pupils.

Whichever authorities are responsible, however, co-operation between the school and health services appears essential in the interests of the child as capacity and ability to learn are greatly influenced by state of health.

But once again, a record such as the one proposed does not seem to be the appropriate instrument for consigning and transmitting the information; in any event, this is the responsibility of the family. If teachers need precise information (on hearing, vision, lateralisation ...) in order to carry out their work, it is for the family or health services to supply it to the school.

Since the health record was not considered useful, the proposed amendments did not give rise to any comments, particularly as this group would not have been competent in the field, which was the province of other Council of Europe bodies.

4.3.3 Proposals on matters other than the educational and health information itself (eg layout of the school record, procedures for issue, transmission and use) were not discussed separately once it had become clear that the type of information in the sections already mentioned was generally found unsatisfactory, and the group was not able to reach agreement on a standard minimum on which a European school record might be based.

4.4 Different information and different procedures for its exchange

However, whilst there was virtually unanimous agreement that there was no point in pursuing the idea of a European school record to transmit individual data, there was even greater agreement on the need to exchange information in the interest of more effective teaching.

And although, as has been noted, the problems concerning the equivalence of diplomas and legal recognition of study abroad have already been (or are in the process of being) largely solved through bi-or multi-lateral agreements, a great deal remains to be done at the paedagogical level.

The general view is that the specific information which teachers might need is already available in various national sources, but what is really lacking and would be most useful is general information on school systems - their organisation, naturally, but also their curricula, syllabuses and teaching methods.

In this respect, bilateral documents were mentioned as an interesting idea to follow up, for example the Belgo-Spanish comparison of the two countries' education systems.

Mention might also be made of the "teacher training dossiers" prepared at the request of the "teacher training" working party; these present both social and educational dimensions of the countries of origin and the host countries, as well as the situation of immigrant communities in the host countries. They would probably need to be brought up to date and their educational aspects could certainly be further developed but they provide a rich source of information of which better use ought to be made.

The greatest problem in the field of general information seems to be not that of producing it, but that of making it available; and, although the European organisations could certainly improve their systems of distribution, the individual member states should also consider it a moral obligation to make the people concerned aware of the information available

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on other countries, especially that which has been produced by or with the support of the European organisations.

In addition to the compiling and distribution of written information, other activities could be promoted and/or developed, particularly teacher training schemes. I shall not reproduce in detail here all the proposals made by the project group which studied the subject for several years, and which was unanimous in its support of them, but shall simply mention the value of meetings, visits, training courses etc on the subject, and in particular joint training courses for teachers of "ordinary" classes in host countries and teachers of the language and culture of the country of origin.

Since, by definition, only a few teachers can have direct experience (for example through visits), schemes providing second-hand experience which can be passed on in several directions are obviously to be preferred. In this respect it should be noted that native teachers of the language and culture of countries of origin are regarded as one of the best sources of information on the education system of their country for teachers in host countries and conversely, when they return (some are sent "on mission" for a fixed period), of information on the teaching practices in host countries for their colleagues at home. This second aspect is particularly relevant when the countries of origin are confronted with a large number of returning pupils.

Lastly, attention was also drawn to the importance - in view of the European situation, which has no reason to change in the short or medium-term - of including an awareness of how other education systems operate as part of all teachers' initial training; awareness which can be more fully developed in in-service training as circumstances arise.

5. CONCLUSIONS

The assessment of the national experiments with the European SCHOOL CAREER AND HEALTH RECORD has shown, in the first instance, what might be called the inadequacies and shortcomings of the instrument itself, as a result of which both it and the provisions for its operation have been found unsuitable. These shortcomings, continued with the low rate of use of the school record during the trial period, led to the belief that if the "flaws" in the record and its use were put right, the scheme would operate better than it had done during the trial period; hence the work of revision undertaken. Now, however, at the present stage of revision of the school career record, there appears to be great (not to say virtually unanimous, since some member states have not given their opinion) opposition to going any further with the promotion and use of such a record, revised or not.

It would certainly be wrong to conclude from this change of heart that the revision was a mistake or served no purpose. On the contrary, it has been most instructive, since the inadequacies and imperfections revealed by the assessment were not just details which would have been relatively simple to correct, but also focal points acting as a blind and blotting out the real problems: in a manner of speaking, the wood was being hidden by the trees.

In fact, once the observations determining the work of revision had been taken into account in the specific proposals for changing the school career record, it became clear that the question was not one of detail, of selection or presentation of information about a pupil or the arrangements for the issue and use of the record, but of the very scheme itself, of the idea of transmitting such information in a standard form. In justifying this attitude, the arguments concerning the inadequacy, inutility and insuitability of the record were balanced by those concerning the expense - in material, organisational and human terms - involved in any attempt to operate the scheme, and for an educational benefit that would be very slight, if not positively distorted.

Nobody denies that information is needed in order to understand and put into perspective the schooling received by a child coming from another country. But what is needed is different, more basic information, about the education system and the society which has produced it, rather than about a particular child. In this respect, the idea of promoting efforts in this direction, as expressed in the opinions of member states, in the discussions of the working group which met for the purpose in Strasbourg, and in the final report of the assessment (cf paragraph 1.3.1.1 page 5), deserves wholehearted support. The various teacher training schemes would seem to be the best way of communicating and spreading information. For its part, the Council of Europe could greatly assist by organising and/or supporting such schemes on a bi or multilateral basis.

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A P P E N D I C E S :

Proposed re-arrangement of the
education and health information tables

A. SITUATION ON LEAVING (last class attended)

SCHOOL YEAR 19../19..

Name and address of school .....

.....

Type of education (primary, secondary, other) .....

.....

Class attended (1) .....

1	2	3	4	5	6	7	8	9	10				

SUBJECTS STUDIED (delete as appropriate)	number of years studied	number of hours per week	proficiency				
			very good	good	fair	poor	nil
1. Language of instruction							
a. oral comprehension							
b. oral expression							
c. written comprehension							
d. written expression							
e. spelling							
2. Language of the country of origin							
a. oral comprehension							
b. oral expression							
c. written comprehension							
d. written expression							
e. spelling							
3. Other languages							
a.							
oral expression							
written expression							
b.							
oral expression							
written expression							
4. Mathe- - arithmetic							
matics - reasoning							
- geometry							
5. Experimental sciences							
- natural sciences							
- physics							
- chemistry							
6. History							
Geography							
Civics, economics							
7. Culture of the country of origin							
8. Music and art							
- music							
- art and plastic arts							
9. Handwork and technical education							
10. Physical education and sport							
Forms of sport							
practised							
11. Other subjects studied							
.....							
.....							

(1) State the type of class attended (see school system chart) and/or indicate the appropriate year of schooling (compulsory schooling).

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B. PERSONAL CHARACTERISTICS (last class attended)

	very good	good	fair	poor	variable	where appropriate, activities in which the pupil best reveals his powers of .....
1. Attentiveness	.....	.....	.....	.....	.....	.....
2. Initiative	.....	.....	.....	.....	.....	.....
3. Participation	.....	.....	.....	.....	.....	.....
4. Orderliness/Method	.....	.....	.....	.....	.....	.....
5. Other remarks	.....					

C. PREVIOUS SCHOOLING (including pre-primary education)

COUNTRY	School year	type of schooling		Observations
		pre-primary (1)	compulsory schooling (2)	
.....	19../19..	.....	.....	.....
.....	19../19..	.....	.....	.....
.....	19../19..	.....	.....	.....
.....	19../19..	.....	.....	.....
.....	19../19..	.....	.....	.....
.....	19../19..	.....	.....	.....
.....	19../19..	.....	.....	.....
.....	19../19..	.....	.....	.....
.....	19../19..	.....	.....	.....
.....	19../19..	.....	.....	.....
.....	19../19	.....	.....	.....
.....	19../19	.....	.....	.....
.....	19../19	.....	.....	.....
.....	19../19	.....	.....	.....
.....	19../19	.....	.....	.....

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(1) Indicate as appropriate.

(2) State the year of schooling (1st, 2nd, 3rd .. 10th) and/or the type of class attended (see school system charts).

D. ADDITIONAL OBSERVATIONS (1)

.....
.....
.....
.....
.....

(1) This heading is to be filled in only if necessary and, as far as possible, should be translated into the language of the country to which the pupil is going.

E. PARTICULARS OF THE CHILD'S FAMILY

1. Parents or other persons responsible for the child

SURNAME .....
FORENAME .....
Date of birth or age .....
Relationship to the child, (1)
.....
Occupation (2) .....

SURNAME .....
FORENAME .....
Date of birth or age .....
Relationship to the child, whether blood or otherwise (1) .....
Occupation (2) .....

2. Brothers and sisters	sex (3)	age	receiving schoolfng (4)	employment (4)
	.....	.....	.....	.....
	.....	.....	.....	.....
	.....	.....	.....	.....
	.....	.....	.....	.....
	.....	.....	.....	.....
	.....	.....	.....	.....
	.....	.....	.....	.....

(1) eg guardian (2) optional (3) boy = 1, girl = 2
(4) indicate as appropriate or give details

DATE ..... 19.. SCHOOL STAMP

TEACHER'S SIGNATURE

HEAD TEACHER'S SIGNATURE

PARENTS' SIGNATURES
or signatures of other persons responsible for the pupil

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